

# THE SCHOOL JOURNAL.

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(NEW YORK.)

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VOL. XXV., NO. 4. Whole No. 572.  
Published by E. L. Kellogg & Co., 21 Park Place.

NEW YORK, JANUARY 27, 1883.

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A Weekly Journal of Education.

AMOS M. KELLOGG, Editor.

E. L. KELLOGG & CO., Educational Publishers,  
21 PARK PLACE, NEW YORK

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New York, January 27, 1883.

THE

## Scholar's Companion

FOR JANUARY

opens with a pretty little illustrated story of "The Snow Angel." This is followed by "Two Boys," "A True Story of Florence Nightingale," "What a Boy and Broom Did," "The New Year's Exhibition," a story of the funny experience of a boy who tried to be "Supe" at dramatic entertainment; "Stories About Girls," written and illustrated by Amy B. King, and "The Clonian Club," by H. A. S. There are also many interesting brief accounts of curious facts, anecdotes of great people and places, some fine selections of poetry suitable for recitation, a dialogue by Leoline Waterman, "Some Evening Games," and several excellent prose declamations. The publishers are increasing the number of illustrations this year, which is a very pleasing feature in the little magazine. Great interest is being shown by the subscribers in the School Room, Writing Club and Letter Box departments, which is quite natural, considering the many out-of-the-way points brought up and discussed by "Cousin Alice and the different scholars—and the truly handsome prizes awarded each month for proficiency, neatness and quick work. Only 50 cents a year, 5 cents a copy.

A MEETING of the Department of Superintendent of the National Educational Association will be held in Washington Feb. 21. Further particulars hereafter.

THE great problem of public education in America is: How is a teacher to teach children of all classes, creeds and nationalities, with their different home influences and different social surroundings, so as to apply to each child the methods of instruction suited to his particular needs? The man who can solve this problem will prove himself a benefactor of the race.

AN eminent Chinese authority estimates the annual cost of offerings in China made to quiet the spirits of ancestors to be \$156,752,000. We only mention this to say that if that nice little sum were spent on common schools in China, the spirits of their ancestors would be so delighted that they would keep as "still as mice;" we recommend this method to the Chinese; it would help to keep the little Chinese still also.

MASS. cannot keep the supremacy she has claimed in education without a struggle. Boston is becoming a foreign city. Ireland not only seizes on the "Back Bay," but on Beacon Street. Many of the city offices are held by Irish; the result is the same in various parts of the state. The farms when sold under mortgage are bought by the Irish. This class of people have not been in favor of education—but we think it will change in time. Meanwhile let the people push the schools.

THE State of New Jersey is the only one that raises its education money in a proper way. It first finds out how many children there are of school age; then it raises (we believe) \$4.75 for each child. It should be in the constitution of each state that a "sum not less than five dollars per scholar should be raised each year for school purposes." No child can be educated on that sum, but it will help very much; it will do as a foundation; let the districts pay the rest for the present.

IT is stated that the Afghan war has cost Great Britain as much as would maintain 800 missionaries 80 years, or as much as the entire sum now expended in missionary labor. If that sum had been expended on education in Egypt beginning fifty years ago the country would be happy and flourishing; to day it is a desert. And more, if education is not introduced now it will still be the home of misery instead of happiness. The money spent in war has been wasted; let us teach the new truth that education is a thousand times more profitable than war.

WHAT a pupil should study in school has been very thoroughly discussed. Complaints come that he is crammed in arithmetic, etc. But one subject has been overlooked. The S. S. Times, says:

"Whatever other lesson a scholar may slight he is sure to study closely the character and spirit of his own teacher. A teacher teaches less by what he says than by what he is."

The pupil has no trouble to read his teacher's face; he takes lessons from him in "manners and morals," he measures his character; he comprehends the spirit that actuates him. Concealment is impossible. What shall the teacher do; wear a mask or cultivate his heart?

AT the meeting of the School Commissioners and City Superintendents at Little Falls, but one opinion seems to prevail as to the most available man for the educational people to unite upon as a candidate for State Superintendent of Schools. Supt. Andrew McMillan of Utica, it was deemed, would represent the school officials in a worthy and entirely competent manner, and hearty approval of his canvass expressed. It was felt that while there are other men as able, none seemed to unite the qualifications that are needed to secure appointment. Either Mr. McMillan will be chosen, or the educational party of the State will have no representation. Brethren, if you are wise you will unite your forces.

### STATE ASSOCIATION OF SCHOOL COMMISSIONERS AND CITY SUPERINTENDENTS.

The twenty-seventh annual meeting was held at Little Falls, N. Y., January 17, 18, 19.

Wednesday evening. The Association was welcomed by Supt. Charles T. Barnes in a very hearty and genial manner. A fitting reply was made by Com. Morey, and this was followed by President Wait's address.

Thursday morning. Prof. F. P. Lantry read a paper on "The relation of the County Institute to the County Association." It heartily approved of them both; in some cases an institute had arisen from an association; in other counties the reverse had been the case.

Coms. Stephens and Sandford of Westchester Co., said both had been of the highest service in that county; the latter described the operations of a live association.

Com. Sufferns, of Rockland, found the teachers unwilling to attend; he found the association best managed when conducted like a school with a course of study.

Com. Crumbie, of Herkimer, said the teachers held two meetings, one in the fall and one in the spring; at these the examinations were held.

A. M. Kellogg thought the association valuable, as it worked out the thoughts and ideas presented at the institute.

Com. Morey, of Rens., said the association was the child of the institute, and that the teachers reported at the association on the methods recommended at the institute.

Com. Crandall, of Catt., read a paper on "Co-operation in School-work." The meeting of teachers was strongly commended; the interesting of parents and school officers was urged as most necessary; the teacher could not work alone.

Com. Swift, of Chaut., discussed the paper and said the Western officers felt the need of co-operation so much that Western associations had been formed.

Com. Suffern said that all educational associations should work together and have common objects.

Com. Curtice detailed his method of visiting the patrons and arousing their co-operation; the school-meeting that voted expenses up or down as it chose was a farce.

Com. Newell said there was a lack of power to enforce educational improvements.

Com. Smith, of Oneida, said the people must be educated up; he ordered repairs if necessary; he endorsed certificates of other commissioners. (This plan had been objected to by some; it is practiced by nearly all.) He felt that reform was needed.

Prof. Morgan, of Potsdam, spoke eloquently in behalf of the normal schools; they needed time to develop; they needed sympathy from the public and from the educational press; the public should be told what they are doing. They could not aim at the rural schools as the pay was too small. They were to raise up a body of professional teachers who, in the larger schools, could exert a widening influence.

Prof. Jas. M. Milne, of Cortland, read a paper on "How can the Normal Schools be Improved?" He said 8,000 teachers are wanted each year; 400 are graduated at the normal schools; of the 5,000 graduates 1,000 are teaching. Recommended that diplomas be given after teaching two years, and the union of school districts.

Prof. Buckham discussed the paper. He felt the normal schools were intended to aid the ungraded schools; they now aim too high; they should prepare teachers for the lower grade of schools. He had opened his school in the summer for a ten weeks' term.

A. M. Kellogg said the main object of the founders of the Albany Normal School was to give special instruction for a short period, to fit teachers for the ordinary schools. As time had gone on this view had changed; we now have normal schools where the subjects of study are the main objects, where methods of teaching are the main object. These last are on the correct basis. The teacher should be taught methods on the first day and every succeeding day. Certificates should be given to those who had been pupils for ten weeks, that would be equal to a third grade certificate.

Com. Newell said the normal schools were looked at as State high schools, where the rural people could have their sons and daughters educated cheaply.

Supt. Ellis felt that all conceded that the normal schools had raised the standard of education; but this State ought not to produce graduates for other states.

Com. Lusk said the graduates not finding teaching to pay went into other business.

*Thursday evening.* The Association was addressed by State Supt. Gilmour. He felicitously referred to Scotland, his native land, and to the great benefits of education. Looking back over the nine years he had been in office, he acknowledged the assistance and courtesies he had received. Music of a very pleasing character both preceded and followed the address.

At the close of address, the Commissioners and representatives of the book houses met to present a testimonial to Supt. Gilmour, and to partake of a supper. President Wait presided and read the toasts. Supt. Barnes presented to Supt. Gilmour, in behalf of the Commissioners, an elegant set of Appleton's Cyclopaedia. To this Mr. Gilmour feelingly responded. Then (without wine), toasts were given, and various gentlemen responded in a witty and humorous manner, so that delight filled the hour.

*Friday morning.* Prof. Kennedy read a report of the Committee on Legislation.

#### NOTES.

The attendance was small this year, but the feeling was excellent. The discussion on the normal schools was said to be one of the best, being friendly to the schools, and appearing to look towards practical results. Heretofore all suggestions of improvement in these schools have been considered as an attack. Several Commissioners declared they felt a movement was in progress, the people felt it, the teachers felt it. The conclusion was general that the trustees failed to co-operate with the teach-

ers, and that more power is needed by the Commissioners.—Prof. Milne said the graduates of the normal schools are apt to become stationary after getting diplomas, and don't like to attend teacher's institutes.—The feeling towards Supt. Gilmour was exceedingly friendly; anxiety was felt as to his successor.—Supt. Barnes was untiring in his efforts to make the meeting a pleasant and profitable one. He deserves the praise and thanks of all present for his generous contribution to its success.

For the SCHOOL JOURNAL.

#### WHAT A NORMAL SCHOOL SHOULD DO.

BY PROF. T. J. GRAY,  
Normal School, St. Cloud, Minn.

A normal school is not an academy; it is not a high school; it is not a seminary; it is not a college. It is to the profession of teaching what West Point Military Academy is to our army. Any schools going under the name of normal schools, which do not fulfill this mission, are falsely so called.

It is no more than natural, indeed it is necessary, that the normal school of the future should be very different from that of the past. Professional schools, designed to fit persons to skillfully apply the principles of a profession that could scarcely be said to exist, must have been experimental from the very nature of the case. But is the time not now come when it may safely be said that the true sphere of a normal school is clearly defined? And should not these schools proceed more rapidly to the ingathering after all of these years of sowing and cultivation, toward the realization in concrete results of this long investment of time and thought and experience?

The most ardent friends of these schools will readily admit that they are not accomplishing all they should in view of the needs of the profession, but far from any desire among the friends of popular education to abolish these schools, there is the earnest inquiry, How may their efficiency be increased? Wherein do they fail to fully occupy their proper sphere?

The unanimous experience of the men and women most conversant with this problem is, to thoroughly disprove the idea that these schools can omit all academic work, that is, instruction in the branches of a text-book education. This is true for the same reason that it is found necessary to thoroughly re-teach a cadet's mathematics at West Point, no matter where he may have received his training. It may be no discredit to the methods of instruction possessed in the high school or college that they are not adapted to *teachers*, any more than *preachers*, but it is a stubborn fact, attested by the experience of thousands of teachers and students in normal school work, that in order to get the complete mastery of a subject for professional use in the school-room, that subject must be studied with that end in view.

It is therefore laid upon normal schools as an imperative necessity, that they give attention to the matter of an education. But it is equally important that these schools be strictly method schools in the broadest and best sense of the term. They must be professional schools. They should be the fountains from which shall flow the purest streams of thought upon the question of popular education.

The first and most important thing to attend to, if these schools be brought up to this very desirable standard, is the employment of competent teachers in the schools. Not competent in the general sense of sufficient book knowledge, and good character, for the schools are already well supplied with such teachers; but peculiarly able in technical skill, and in that power demanded of those who essay to teach teachers. They must have the most active and intensive sympathy with the common public schools. Without this the conception of the proper work of a normal school teacher is impossible. Such a teacher must see what *his* students will do in their schools because of the influence of *his* work. He must comprehend the common school work as the work of the state, and be familiar with its needs, its faults, its virtues, and its aims.

But the thoroughly qualified teacher will be alive to the subject of method. He will know the why's

and wherefores of the particular plans he uses in his own work, as well as progressive in devising and adopting new methods. He must grasp comprehensively the underlying laws of education, and be able to lead the mind of his pupils back from a specific method of teaching to the conditioning principles governing all true methods. He must see, and be able to make others see the relation of subjects taught to the mind of the learner, and be able to trace out with vividness the mental processes involved. Such teachers our schools demand, such they will have.

This would make possible the organization of every department of a normal school into a *method department*, and would make every class a *method class*. Herein is the key to the entire problem. Not only should a teacher in a normal school be required to teach all of the subjects belonging to the common school curriculum, but he should give thorough instruction in the method of teaching each subject in any grade of work. This will keep the teacher out of ruts and prevent his withdrawing himself within the narrow circle of his own specialty. Students will be saved from becoming mere echoes of some teacher of methods. They will be made acquainted with various avenues of approach to certain subjects, and be continually referred to the principles of the science of education.

This plan would not do away with a special department for professional training; it would rather help to deprive the work of this department. It would enable the teacher of methods to greatly broaden out his work to enter the fields of the history and philosophy of method, and to thoroughly teach those laws had in common by all the subjects of the school course.

If thoroughly qualified teachers constituted the faculty of a normal school, there is nothing in the nature of the case to prevent the operation of such a plan. The teacher can follow through a subject according to the best method he knows, with a view of merely acquainting his class with the matter of the subject; then on careful review he may examine into his own method with his class, and require of them a thorough mastery of the methods by which this subject can be best presented.

After a while, when these students enter their own school-rooms they will know how to teach other subjects than those only that they have studied with a "method teacher."

The little addition of time needed for this kind of work would be amply repaid to the state in the increased efficiency of the pupils from her normal schools. It would certainly greatly increase the value of the work done by the undergraduates. It would further tend to bring the schools into closer sympathy with the common schools, and cut off much of that false pride that would make normal schools nothing more than academies with patent attachments.

For the SCHOOL JOURNAL.

#### THE NEW EDUCATION.

In the way of a new movement in education it is remarkable how many people stand as obstructions.

1. *The Routinists.*—In our cities the courses of studies, the examinations, the promotions all take on a mechanical form; the teacher declares he does not teach any longer but *crams* merely; the "machine" is a common term for what should be a beautiful and helpful system. The teachers and school officers want no change, no matter what, for that would bring perplexity. They are like the old lawyers who fought against simplifying the methods in the Courts of Chancery; they had spent their lives in learning the old way, and what distinction they had gained was in following the ruts, no matter how rough and uncomfortable they were. So that in Boston, Brooklyn, Philadelphia and New York and other cities the new movement has made little progress.

2. *The Ignorant.*—The teachers' profession is so poorly guarded that any man can get into it. A case was lately mentioned in the newspapers of a young man who had been a bar-tender and in a fight was wounded in the leg; amputation made

him seek other business; he became a teacher! All sorts of people when other resources fail, turn to the school-room. As this process of how not to obtain trained teachers has been going on for a long time, a large number of those in the school room are persons who possess but the merest pitance of knowledge concerning education. For example, a county superintendent of schools tells us that of 150 teachers, 70 neither possessed nor had read a single treatise on education! Imagine a physician, clergyman or lawyer in this condition! Now when this class of persons hear that an educational movement is in progress, in what respect are they ready to comprehend it? And let it be noted that these ignorant teachers are not confined to the rural schools by any means. By obtaining credit for "discipline," "keeping good order," "thoroughness," many a teacher has been advanced beyond his real deserts.

**3. The Doubters.**—Besides these two classes there are others who have doubt concerning the New Education. Because it has not a creed, a formulated doctrine, a distinctive ritual, one set cannot comprehend it. They demand to have set down in the plainest language, what this doctrine is whereof we speak. Such men will wait long. The new dispensation will not come in by observation. Another set lack in faith; they are not spiritually minded; they lack trust in the progress in human thought. Another set expect an overturn of the present systems; they do not see that they are not to be replaced, but replaced. The essentials are not to be discarded, but retained, and re-arranged. Good teaching has existed in all ages; it exists to-day in a thousand school-rooms. Elijah thought he was the only one serving the true God; he learned there were many others doing this in quietness.

1. And now on the other side it may be said: The disciple of the New Education has a deep reverence for childhood. The higher civilization goes, the more prominent the position of the child. As our civilization has gone upward, see how poetry and art strive to represent the attitudes and thoughts of the child. We comprehend in some measure the words of Jesus, "of such is the Kingdom of Heaven;" for as we comprehend the child and do for the child we make a heaven here; the highest civilization is the coming of the kingdom of childhood on earth.

2. The teacher who would teach according to the New Methods must investigate and comprehend the laws of the child's development. A thousand observers have contributed; gathering from these stores by diligent reading; looking at the child himself each day with new and curious eyes—he will at last somewhat apprehend him and his needs.

3. The art of teaching is little understood; the art of hearing spelling and grammar lessons is the great feature of our schools. And this is as might be expected. The young person who essays to teach does not learn an art beforehand; she undertakes to hear lessons; she is "examined" as they call it, to see if she knows the subjects whereon she is to hear lessons. Men cannot gather grapes from thistles. Against all this the New Education protests. The first Normal School had its being, because of one who comprehended the needs of the New Education of his day. It is the principle of the New Education of to-day, as it will be of all time that Teaching is a great, a complex and worthy-to-be-studied Art. Of all the arts it is the one that can be studied endlessly. No genuine teacher but feels humble over the problems that present themselves to him in child-nature. He may, it is admitted, learn how to hear a spelling lesson, and in fact he may be able to hear all sorts of lessons and yet be far from teaching.

**BURSTING OF A SHIP.**—The Italian ship *Francesca*, loaded with rice, put into port on May 11, at East London, leaking considerably. A large force of men was at once put on board to pump out the water contained in the ship and to unload her; but, in spite of all activity exerted, the bags of rice soaked in water gradually, and swelled up. Two days afterward, on May 13, the ship was violently burst asunder by the swelling of the cargo.

For the SCHOOL JOURNAL.

#### AN INDIGNANT TAX-PAYER.

(I enclose a letter pertaining to our public schools, which, considering that its author pays quite a sum towards their support, has a claim to be read.

T. H.)

I was born and brought up in the city of New York. What little education I received—and heaven knows it was not much—I got in a public school, when public schools were, what they always ought to be, charity schools. Napoleon Bonaparte and many other distinguished men, too numerous to mention, were educated in charity schools. I learned to read, write, and cipher as far as fractions. As for English grammar, history, geography, music, drawing and Algebra, (whatever algebra may mean,) and all the other ornamental branches, I never heard of them in those good old days. We read singly and in concert, spelled aloud, wrote on the sanded floor and got well thrashed when we missed our lessons. The grand old system of Bell and Lancaster enabled one man with help of the older scholars to carry on a school of three hundred boys. They had no assistant teachers in those days, and no janitors, for the big boys, under the direction of the monitors, swept out the room and lighted the fires. If I remember correctly the master of the school was paid \$700 a year; and supposing that the books, slates, pens and etc., cost \$300, that school was run for about \$1,000; or at the rate of \$3.33 per pupil. The female and primary schools were run for much less. Perhaps the average cost of each child per year was \$2. I was taught to respect my superiors, to submit myself lowly and reverently to all my pastors and masters, and to do my duty in that station of life to which it had pleased God to call me. I learned very early that society consisted of millions of people ascending Jacob's ladders that reached away up to the moon, with all the rich people above and all the poor people below; that if we submitted to be kicked by those above us, we in turn could kick those below us; and that if any poor fellow would not submit to this rule of political economy, he must be hurled off the ladder and left to the wallow in the mud below. Our chances of rising were very much improved if we gave the boot that kicked us an occasional kiss. The independent boys were called in those days "radicals," and were considered by the rich and respectable class as very dangerous members of society.

Thus educated, thus equipped with the "three R's" and thus trained in political and social economy, I entered the counting house of an importer of French wines and brandies, as errand boy; and by submitting with proper and becoming docility to all my superiors, by taking meekly the scoldings and cuffings of clerks and partners, I rose, step by step, through every grade of portership and clerkship, until finally, at the early age of forty, I became a partner myself and married the daughter of the head of the firm. I took a personal interest in the welfare of the house. I always made myself very busy, especially when any member of the firm was near me. If I found anything going wrong, if I found any of my fellow clerks imbibing on the sly, I took good care to notify one of the partners. As I rose in the business, I did not fail to push those under me to the very uttermost. I paid back the kicks I had received with compound interest. Is it any wonder, then, that with these excellent principles, grounded into me in the public charity school, I became at the age of sixty-seven a millionaire? That is to say, I am worth as nearly as I can calculate—for as I said before my arithmetic did not extend beyond vulgar fractions—about \$820,000.

I am, therefore, in the full sense of the word "a self-made man." I have paid large sums for the education of my children in private seminaries, both in Europe and America. I have paid heavily to have them taught the ornamental branches,—ever so many 'logies and ever so many languages. But what do I find? I find that I am taxed to have the sons and daughters of my tailor, my shoemaker, my plumber and my very coachman

educated in these self-same ornamental branches, the 'logies and the languages, in the public common schools. I see no reason why I should be compelled to pay for the education of other men's children. The charity school was good enough for me; it ought to be good enough for them. Besides, this higher education is very bad for the children of the poor; it elevates them above the station in life in which they were born; it causes them to put on "airs;" it prevents them from making good servants; it makes them communists and socialists; and, worse than all, it causes them to despise their ignorant parents. I speak feelingly on the last clause, for since my own children have gone into society, the business by which I accumulated my fortune must never be mentioned, except in private; and, indeed, they and my wife turn pale every time the word brandy is named even by accident. I have a slight suspicion that my children rather think themselves a little above me, because of their 'logies and languages. Be that as it may, I think it very unjust to tax me to educate the common people. It is all nonsense to say that education will make them better citizens. I maintain it will make them worse citizens. I don't believe one word of the statement made by certain editors that in educating the people we diminish the cost of prisons and alms-houses: and suppose it did, I would much prefer to pay my money to punish criminals and feed paupers. In every enlightened country, when there are a great many rich people, there must be a great many poor people and a great many criminals. It is only in the savage state that there is equality. Down, therefore with the ornamental branches in the common schools, with the history and the geography and the drawing and the grammar; and restrict them to the three R's, to the reading, the writing and the arithmetic that enabled me to become a millionaire. At the last election, I voted for the men only, who favored the reduction of the common school system to the condition of the charity school of the olden time. I detest, I loathe this higher education of the masses at the expense of "self-made men" like me. In business your college-bred men are not worth their salt; they're too "fresh;" they're too easily imposed upon; and I never yet met one of them who knew how to make a good bargain. Much good their Latin and Greek do them!

Privately, my youngest daughter touched up my grammar a little, and my eldest son dressed off the rhetoric; or you might not have been willing to print my letter in your valuable journal.

JACOB O. MCSORDAD.

For the SCHOOL JOURNAL.

#### CHINESE EDUCATION.

The Chinese believe in education—that is, their kind of education. There are several collegiate institutions in Pekin, and the government in many cases appoints the teachers. Students who have taken one degree and desire the second assemble once in three years at Pekin. In the north-eastern quarter of the city are numerous small houses arranged in rows, having no doors, where the applicants are lodged while being examined. A strict watch is kept over them so that they cannot communicate with their friends. A measure of rice and a half pound of meat a day are furnished by the government to each competitor. Each one must do his own cooking, as he is not allowed to have a servant.

The examination consists of four themes for essays and a poem, which are selected from the celebrated "Four Books," a classic as well known in China as Homer is here. The student labors to write them out. The best ones are copied in red ink by the examiners; the successful writer is then conducted forth to the sound of music, the student being invested with a long red silk scarf.

This degree is so much desired that it is sought for by the disappointed ones term after term; they often become old and gray in their labor for the coveted degree. If a student attends the examination until he is eighty years of age (even though he fail) he receives the title of "Kujin" from the Emperor as a reward for his persistence.

## THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

## TALKS WITH PUPILS.

A good motto for your little books is this, "A place for everything." I once visited a house in the country and, at night, a tool was wanted from the tool-room; a little boy ran out in the dark and brought it in. His father put everything in its place so it could be found when wanted. He was a prosperous man. I have heard of an engineer who worked in a mine where an explosion broke the lamp he had in his hand and deranged the machinery, but he knew where the tools were and so repaired it in the dark. A pupil who studies his book thoroughly knows almost where every word is. It helps him to learn his lessons, to be careful about the putting away of his things. I was once walking among the desks with a gentleman, and lifted the lids to show him how neatly the books were put away; at one desk he stopped and said, "I should say that is a very good scholar." "You are right; he is the best scholar in the school; why did you think so?" "Because the desk was in such good order, and the work on the slate is so well arranged."

A person who has a place for everything can do twice as much work as another. He arranges his thoughts and knowledge in good order; he carries his exactness into all that he does. When I see a pupil that is careful about putting away his things, I am sure he will be a successful scholar. You know that it is very inconvenient when you are in a hurry to start for school in the morning, to be obliged to look in a dozen places for your hat and books. Begin to-day. Have a certain place to hang your hat, and a certain place to put your books, and so go on; then when you reach home put your hat on that particular nail, and your books on that shelf. You will be stronger for it.

For the SCHOOL JOURNAL.

## THE HISTORY CLASS.

- Jan. 18.—Daniel Webster, born 1782. London Times, established 1785.
- Jan. 19.—Copernicus, born 1472. James Watt, 1736. Gen. Lee, 1807.
- Jan. 20.—Meeting of first English Parliament, 1265.
- Jan. 21.—Henry VII, born 1456. Louis XVI, guillotined 1793.
- Jan. 22.—Francis Bacon, born 1561. Henry VIII, 1547. Lord Byron, 1788.
- Jan. 23.—William Pitt died, 1806.

For the SCHOOL JOURNAL.

## LESSONS IN PHYSICS.

An experiment is a trial; we note the result. This is the only way we learn about matter.

1. I have a stone in my hand; it does not fall. Why? Note the experiment, the holding, the result, its not falling.

2. I loose my fingers and it falls. Why? Note the experiment—the unclasping; the result, the descent.

3. The same trial is made with ten things, pen, pencil, book, etc. The pupils are now to state the experiment in a general way and the result in a general way.

4. Over the surface of the water in a tumbler a piece of lead is suspended; letting go it sinks. Why? What is the "experiment"? The trial whether the water will hold up the lead. What is the "result"? The lead sinks.

5. The same trial is made with ten things, a nail, a pin, a shell, a stone, etc. Then the pupils are to state the experiment in a general way and the result in a general way.

6. A piece of wood is held over the surface of a tumbler; letting go, it floats. Why? What is the experiment? What is the result?

7. The same trial with ten things, and the pupils state the experiment and the result in general terms.

8. Snow flakes and rain drops fall. What is the experiment? What is the result?

9. Clocks are moved by weights. What is the experiment? What is the result?

10. Put a large book on the hand. The hand is pressed down. What is the experiment and what is the result?

11. A small book presses less. Why? Experiment? Result?

12. A piece of putty is laid on the table; a weight is placed on it and a dent is made. Why? Experiment? Result?

13. A weight is hung by a string. If the weight is pushed to one side it swings back and forth. Why? What is the experiment? Pushing it out of its place. What is the result? Its return to its place.

14. The same is tried with ten objects and the experiment and result are stated in general terms.

15. Balance a rod on the finger or a book. The experiment? The putting equal parts on each side of the support. The result? The rod remains level.

The subjects *vertical*, *perpendicular*, *pendulum*, *balance*, *earth-force*, (*gravity*) *right-angle*, (where vertical and perpendicular meet) can be discussed by the teacher. There should be no hurry over these subjects; one lesson per day is enough. The object is not knowledge, but to train observation and thought.

## SCHOOL-ROOM MOTTOES.

A place for everything.

Everything in its place.

Thou shalt not steal.

Health is better than wealth.

Speak and think the truth.

Blessed are the meek.

I must be punctual.

Blessed are the pure in heart.

Think before you speak.

Doing nothing is doing ill.

Sands form mountains.

On earth, peace, good will.

Swear not at all.

Render good for evil.

Wisdom is better than riches.

Kind words never die.

What I do I will do well.

It is mean to cheat.

Well begun is half done.

He who does his best, does well.

Dare to do right.

A stitch in time saves nine.

Order is Heaven's first law.

Method lightens labor.

Be just, generous and polite.

Defraud not thy neighbor.

Seek for a good name.

Do not bear false witness.

Avoid that which you blame.

Thou shalt not covet.

Small leaks sink ships.

Sow as you would reap.

Do what you promise.

Shun bad company.

Respect the aged.

Resist temptation.

For the SCHOOL JOURNAL.

## WAKING UP MIND.

In every school the teacher must awaken curiosity, arouse thought, start the imagination on its journeys, and pour out fresh knowledge day by day. To startle a school is not in the power of every teacher; some can do it admirably, but a variety of means can be employed that will exercise an influence over the pupils and draw them irresistibly toward the school. Some teachers have the art of keeping up the curiosity of their pupils; their every motion is watched; the slightest word is heard.

"Boys," said a teacher to a school-room full of pupils gathered from a factory village, and who needed inspiring, "boys, did you ever hear the story about Mustapha Mallacca?"

"No, sir."

"Well, it is a curious story, and rather long, but

one of these days I'll tell it to you. Mustapha Mallacca! Curious!"

Watching the pupils, he saw he had aroused the curiosity. The next day he had a few words more to say about his hero, until they hung upon his every word. They became deeply interested in the teacher himself, for such is the law of human nature.

A great deal could be said on this subject. Some can arouse curiosity and gratify it in a way that yields no benefit to the school—this is the end that is to be kept in view. Let us look at this matter in a practical manner.

- Mind must be waked up.* The need of it is felt by every teacher. There is a tendency when a routine is fixed upon to run into a dreary sameness. Our churches suffer from this, and fail to do the good they might; some ministers declare that people ought to go to church and should have no expectancy; some teachers say children ought to go to school, and will do nothing to interest them; both are wrong.

- The teacher must invent means to wake up mind.* In his reading and conversation he will find the materials. He hears something said that is witty, and immediately he thinks of his school. The genuine teacher is much like a mother in this; he covets every thing that is pleasing and edifying for his school.

- The result must prove a benefit.* Some waste the pupils' time in amusing them by telling them curious stories. This is quite another thing. It may be well once in a while to tell them something just for the sake of pure amusement; the great object is, however, to arouse thought; to fill up time, not to kill it.

- Questions are among the best means.* These may be drawn from all sources, historical, practical, geographical, etc., etc.

Among the examples that occur to us at this moment is one given in a literature class. The teacher had given out the first line of Tennyson's well-known poem for a "Mosaic"; there were to be four lines, and two at least were to rhyme. Some were ready the next day, but the teacher skillfully filled up the time, and so our curiosity was kept bottled up. The next day our "mosaics" were handed in; we had been told not to show them to each other, and so our curiosity was still on the stretch. The next day a pupil's name was called, and she wrote: Ring out wild bells to the wild sky.—TENNYSON.

You hear them, oh my heart.—ALICE CARY.

'Tis twelve o'clock by the castle clock.—COLE RIDGE.

Beloved, we must part.—ALICE CARY.

Now, this would do for all literary pupils, but for others it might not be very effective.

Another teacher took a pen-holder with a pen in it in his hand, and looking at the pen said: "This makes me think of something. Well, you cannot guess it. Let me ask you. Did you ever think of this—When is a pen wholly unfit for writing purposes? Something cute there; see if you can find it out; work independently; do it out of school; enough for now."

He was ingenious enough to keep the district fathers and mothers at this little conundrum, for such it turned out to be. The answer given by a boy, "When it has pigs in it," being accepted. This accomplished its purpose, rousing up a sluggish school, and fitted it for something more elevated and inspiring.

Among the most successful in devising means to wake up mind is Prof. Hasbrouck, principal of the N. J. Normal School. The following is one that he devised, and it ploughed deep in several schools, for it was published in the JOURNAL, and aroused controversy among the teachers. It is substantially as follows:

The teacher says, "I shall read it but once slowly, shall answer no questions, and make no explanations; the answers must be written only; you have ten minutes in which to do it."

"The stout ship Arabella, rigged like a brig, almost new, length 350 feet, breadth 50 feet, height of centre mast 80 feet, staunch and trim with a full complement of sailors, and loaded with pork and

kerosene, sailed from New York on the 15th day of September, 1880, bound for California. The Captain's name was Benjamin Barstow Billhooly. On the first of October he was sailing at the rate of 12 miles per hour, and on that day crossed the equator. The question is, How long does it take this ship weighing 350 tons to cross the equator?

The publishing of this question in the JOURNAL (or one like it), as is stated, brought it before 100,000 children; some were greatly quickened by it; it roused thought. What is there in that that "wakes thought"? The teacher must study the art of waking up mind; it is an art; it is far more different than hearing the multiplication table.

*5. Do not answer the questions you propose.* If you select such as the pupils cannot answer you have not selected rightly. Let them try until they succeed.

For the SCHOOL JOURNAL.

#### THE READING CLASS.—NO. VI.

BY T. W. FIELDS.

##### THE STUDY OF LITERATURE.

It has only been a short time since this subject began to receive the attention in our public school that its great importance deserves. It was thought that pupils must wait until they advanced to the high school, college, or university before they should begin to get a knowledge of literature.

It was then expected that they should provide themselves with a text-book on the subject, and that, together with encyclopedias, would furnish them with all the means necessary to learn a very extensive subject.

But of late it has been demonstrated most satisfactorily that this study may commence in the reading class with the best results. The pupil not only gains quite a knowledge of it, but a taste for further investigation is there formed. The reading exercise becomes more interesting. In fact, a recitation considered by many pupils as the dullest of the day, becomes suddenly transformed into the most enthusiastic, simply by a start in the study of literature.

It will be well to begin this topic by commencing with the selection of some particular author, and let the teacher write on the wall some of the leading events of his life. The pupils are to copy these in their scratch books, and then state them from memory to the teacher at the next recitation. Continue to add other events until quite a knowledge of the author is obtained. Read all of his selections to be found in the reading-book before taking up those of any other author. The teacher should select some of the choicest thoughts and write them on the board for the class to memorize. They should be early taught to treasure away in their memories the best thoughts from the writings of our authors. These thoughts become food for reflection in maturer years. They become associated with our thoughts; they weave themselves in the fabric of our mental natures until they make up a part of our own character. No doubt they contribute much to our future destiny.

The style of each writer should be noticed by the class. They will soon learn the characteristics of each individual author whose writings they peruse. This more particularly will teach them the first principles of criticism. It will sharpen their observation and educate their judgment. This is true teaching. The pupil should be early taught to think, to discriminate.

If the school-room is provided with the best current literature, many productions will appear by authors who have contributed extensively to our reading-books. Another and quite easy way to interest a scholar in a writer is to show him his portrait. If the teacher has a Literature or Encyclopedia, the larger pupils will soon begin to refer to them for further information. With the most advanced pupils the analysis of the leading productions of each author may be profitably discussed. They furnish interesting matter for discussion at a recess or on Friday afternoons. The pupils should also, as was stated in a previous paper, be required to write a sketch of each author's life together with

their estimate of his writings. These should be carefully preserved. One of the best little works of which we know to cultivate a taste and knowledge of literature is Westlake's Common School Literature.

No true teacher can afford to ignore this subject. The schools of the west are enthusiastic in their teaching of authors. They resort to all kinds of means to interest the children and enlist their parents in the cause. It is a noble subject.

#### THE GEOGRAPHY CLASS.

##### KINDS OF EARTH.

Let specimens of minerals and different kinds of earth or rock be brought to the school, their differences noted, described, and names given, so that pupils may be able to distinguish and describe them. If there are mines, or quarries, in the neighborhood, let pupils visit them and describe their products and processes of securing them. Let them visit brick yards, glass works, foundries, etc., for the same purpose.

1. Of what is the land, which you have seen, made? Mention the kinds of minerals, earth or rock, which you know. You may bring specimens of different kinds of soil in small bottles for examination.

2. You may tell how they differ. Of what use is the solid land? Of what different kinds of soil, rock or earth? What is the best foundation to build upon? Why do people dig deep into the ground and build thereon, when they desire to put up permanent buildings?

#### LESSONS IN GRAMMAR.

(A list is here given of incorrect forms of speech often used. The teacher may write them on the blackboard where they can be studied. The pupils should have little blank books in which these forms are copied, as well as others that they may notice. These will train the eyes of the pupil; he must learn to criticise himself.—ED.)

"When a person talks like that, *they* ought to be ashamed of it;" "I *hain't* forgot;" "So many *spoonfull*;" "They came to see my brother and *I*;" "Between you and *I*;" The man *whom* they intend shall do that work;" "I thought it was *him*;" "I knew it was *her*;" "One of the balls *were* struck;" "Either of them *are* too old;" "Everybody has a right to express their mind;" "These kind of grapes are not good;" "I shall go and *lay* down;" "The books are *laying* on the floor;" "I *laid* abed;" "He set on the bench till sundown;" "I should have *went*;" "You *done* wrong;" "I have *drunk*;" "They have *began*;" "They *hadn't* ought to;" "Says *I*," and "I says;" "I meant to *have called* there last night;" "If you had *have sent* me word;" "I have *got* the book in my library;" "I like it *equally* as well;" "We are going to town *for* to see the pictures;" "The student said it and repeated it *again*;" "Returning *back*;" "The fruit was gathered off of that tree;" "I will think *on* thee, love;" "More than you think *for*;" "Who was the proposal made to?" "He or his nephew *have signed* the paper;" "Henry or John *are* to go there to-night;" "I don't know *but what* I shall sail;" "Kate *seldom* ever uses the wrong word;" "Cold water is a *preventative*;" "Please cut it in *half*;" "She has married a man with *lots* of money;" "He got *loads* of compliments;" "They say he *enjoys bad health*."

"*Corporal punishment*;" "The professor *learnt* us German;" "You have *sown* this seam badly;" "The two *first* verses;" "Susan is the handsomest of the two;" "Mary writes as Jane would have *wrote*;" "Neither smoking or drinking allowed;" "Her husband is *covetous*;" "Belov'd brethren" and "Their daughters were beloved;" "He is *forsook*;" "Not as I know of;" "He has *trod* on my skirt;" "Have you shook the shawl?" "I only called to *price* your goods;" "He is quite as good as *me*;" "*Those* people;" "Was you reading just now?" "I *see* him last Monday;" "They *have broke* a window;" "Give me *them* books;" "It was not *him*; it was *me*;" "The baby *has* fell down stairs;" "There is danger of a *drouth*;" "If I was rich I would buy a carriage;" "I propose to start to-morrow;" "We conversed *together*;" "I have

seen for *this* twenty years;" "Seldom or ever;" "He is known *through* Europe;" "The river bank is *overflown*;" "It was no use *asking* him;" "Who may you be?" "Five pair of gloves;" "I should think James was *the tallest*;" "Fairly or no;" "They were all *drowned*;" "This shop to *let*;" "The room is twelve foot long;" He lives at London;" "He left his books to home;" "Such another mistake;" "Give me both of those books;" "He plunged *down* into the stream;" "By the latter end of the week;" "Because why?" "They covered it over;" "My sister called and we *both* took a walk;" "A new pair of shoes;" "Combined together;" "Send me a *dispatch*;" "He went *unbeknown* to me;" "I lit on this passage;" "I was *necessitated* to do it;" "Almost no knowledge;" "Somewhere in the city;" "I fear I shall *discommodo* you;" "Accused him *for* neglecting his duty;" "To fly the country;" "I'm thinking they will come;" "His conduct admits of no apology;" "A gent called to see me;" "You have no *call* to be angry;" "I had rather not;" "No less than ten persons;" "A couple of pounds;" "He is *noways* in fault;" "He is *like* to be;" "I am bald in comparison to you;" "The dinner was all eaten up;" "It fell on the floor;" "Six weeks back;" "Who finds him in money;" "Be that as it will;" "Since when?" "I saw it in *here*;" "That ain't right;" "My every hope;" "The wind sets that way;" "Nobody else but him;" "Either of the three;" "Neither the one *or* the other;" "The other one;" "Above a month;" "Such another;" "He was in eminent danger;" "Vegetables are plenty;" "They mutually loved each other;" "Nowhere;" "Leastwise;" "Up to the scratch;" "Down on him;" "Walk into him;" "Is that so?" "Did you ever?" "Well, I never."

Of course these inaccuracies are of different classes and degrees. Some of them may be excused in common talk, as betokening a kind of playful or humorous familiarity, the incorrectness being intentional, and as well understood by the speaker as the hearer.

#### NOTEWORTHY EVENTS.

Jan. 15.—Mme. Albani, the famous singer, arrived on Friday.—Clark Mills, the noted sculptor, died Thursday in Washington.—A fire broke out in a circus in Russian Poland; 300 persons were burned.

Jan. 16.—At the collision of a freight and passenger train near London, 30 passengers were killed.—A large cattle shipment from Boston has arrived in Liverpool.—Over twenty-two shocks of earthquake were felt in Murcia, Spain.

Jan. 17.—It is believed that specie payment will be begun in Italy in April or May.—Edwin Booth, the American actor, is making a marked success in Germany.

Jan. 18.—Prince Napoleon has caused some excitement in France by announcing, by posters, that it was time for the Republic to come to an end, and that he is willing to take the throne. He was arrested, and it is thought, will be banished.—It is proposed that the Khedive assume control of Egypt assisted by twelve ministers, a legislative council of fourteen members, and an executive assembly of forty-four members.

Jan. 19.—The Russian government has authorized the removal of the remains of De Long and comrades.—A great land-slide, destroying a whole village, has occurred in Switzerland.

Jan. 20.—A powder factory in Minden, Holland, exploded killing forty persons, and greatly damaging the town.

A SMALL ICE MACHINE.—An ice machine suitable for private houses, especially in India and the Colonies, has been devised by M. Raoul Pictet. It is capable of producing two pounds of ice in fifteen minutes, or about ten pounds per hour, with an expenditure of less than a horse-power of energy. It consists of a compression pump actuated by power; a freezer surrounding the cylinder of the pump, and another in which are placed the vessels containing the water to be frozen. These parts are all grouped into a machine standing about four feet high and eighteen inches square. The process is as follows: Sulphuric anhydried is placed in the freezer around the cylinder, and on working the pump the evaporation absorbs a large quantity of heat from a well of glycerine constituting the freezer by which the water to be frozen is surrounded. The sulphuric anhydried is carried by the pump into a condenser where it is liquified, and in the act yields up a certain quantity of heat. The condenser is kept cool by the circulation of water.

*For the Scholar's Companion.*  
**MY CHOICE.**

BY HAZEL SHEPARD.  
The boy that's brave and good and true  
What o'er his lot in life may be;  
Who does the best that he can do,  
Is just the sort of boy for me.

The girl with kind and helpful heart,  
That's bright and busy as a bee,  
Who heals, but never makes a smart,  
Is just the kind of girl for me.  
For boys and girls, within you lies,  
By many a little act and word,  
The power to check the rising sighs  
Which thoughts for you perhaps have stirred.

**THEY DIDN'T THINK.****FOR RECITATION.**

Once a trap was baited  
With a piece of cheese;  
It tickled so a little mouse  
It almost made him sneeze.  
An old rat said, "There's danger—  
Be careful where you go!"

"Nonsense!" said the other,  
"I don't think you know":  
So he walked in boldly;  
Nobody in sight:

First he took a nibble,  
Then he took a bite.

Close the trap together

Snapped as quick as wink,  
Catching mousey fast there  
'Cause he didn't think.

Once a little turkey,  
Fond of her own way,  
Wouldn't ask the old ones

Where to go or stay.  
She said, "I'm not a baby  
Here I am half grown;

Surely I am big enough  
To run around alone."

Off she went; but somebody  
Hiding, saw her pass;

Soon, like snow, her feathers  
Covered all the grass:

So she made a supper  
For a sly young mink,

'Cause she was so headstrong  
That she wouldn't think.

Once there was a robin  
Lived outside the door,

Who wanted to go inside  
And hop upon the floor.

"No, no," said the mother,  
"You must stay with me;

Little birds are safest  
Sitting in a tree!"

"I don't care," said robin,  
And gave his tail a fling,

"I don't think the old folks  
Know quite everything."

Down he flew, and Kitty seized him  
Before he'd time to think,

"Oh!" he cried, "I'm sorry,  
But I didn't think."

Now, my little children,  
You who read this song,

Don't you see what trouble  
Comes of thinking wrong?

Can't you take a warning  
From their dreadful fate,

Who began their thinking  
When it was too late?

Don't think there's always safety,  
Don't suppose you know more

Than anybody knows  
Who has gone before.

But when you're warned of ruin,  
Pause upon the brink,

And don't go under headlong,

'Cause you didn't think.

—PHOEBE CARY.

M. FAYE, the French astronomer, supplies the public with an ingenious reason for the abnormal quantity of rain that has fallen of late in Europe. He says it is owing to innumerable comets that have traversed our system this year, which, by absorbing the solar rays, have set free an unusual quantity of water.

**REAL ELOCUTION.****FOR FOUR OR FIVE BOYS.**

[This can be made a most laughable affair indeed. Four or five boys (not more) should be selected who can make the by-play appear real and full of amusing incidents. The interest of the play does not centre in the "Professor," but in No. 2, who should, by his movements, even in the tragic sentences, aim to keep his head from being hit. No. 4 is the next character of most importance, and he should follow the lead of No. 2 pretty closely. There must be an air of reality imparted to it, or it will fail of producing the best effect. The Professor should have quite a pompous manner. The boys should be from fourteen to eighteen years of age—the tallest will do for Professor.]

*Professor. (Entering and followed by four or five boys.)* Now, young gentlemen, we have met to learn the wonderful art of elocution. This word is derived from two Latin words, *E*, out of, and *loquor, loqui, locutus*, to speak, so the whole word means to speak out. Half the world speak down their throats—that is not elocution. I differ from every other teacher in this. I do everything called for in the piece. If a cough is mentioned why I stop and cough; if a horse is spoken of, then I whinny like a horse. This I call *real* elocution. You must observe two directions which I shall give you, first let your voices well out; next you must observe and copy me and my gestures. Can you remember these?

*P. No. 1. Yes, sir; I think we can remember them; but how much shall we let our voices out. I am always afraid I shall bust something if I let my voice out too much.*

*P. Well, sir, let me hear you speak and then I can judge. Do you know "On Linden when the sun was low?"*

*No. 1. Yes, sir; I know that ere song.*

*P. Well, you may speak it.*

*No. 1. (Puts himself in position, and in a very high and loud voice recites):*

"On Linden when the sun was low,  
All bloodless lay the untrdden snow,  
And dark as winter was the flow  
Of Isar rolling rapidly."

*P. (Clapping his hands to his ears) Hold! enough, enough. Do you all speak as loud as that?*

*No. 4. Just like that, sir.*

*P. Well, then; I'll withdraw the rule requiring you to speak as loud as you can, and beg you instead, to speak moderately, moderately gentlemen. But you must speak and act as you see me do. Our first selection will be from Shakespeare. I told you all to provide yourselves with mantles, since the ancient Romans, whom we are to persuade, wore them. Under the present circumstances, I stated that your sister's waterproof cloak would answer every purpose. You will need swords, too.*

*No. 2. I haven't any sister, Professor.*

*P. Well, get some one's sister to lend you one.*

*No. 3. Must it be some one's sister?*

*P. Certainly. Now throw them over your left arms thus.*

*(In drawing them No. 3 accidentally hits No. 4, who rubbing his arms, says:)*

*No. 4. What are you about, hitting around in that way? You've got to be more careful.*

*(No. 1 also accidentally steps on the toes of No. 2, who limps around and makes great ado.)*

*No. 2. Oh! oh! my corns. What do you step on my corns for, sir?*

*P. Silence, gentlemen, you must be more careful.*

*No. 2 and 4. Why, we were just as careful as we could be. It's those fellows who ain't careful.*

*P. Now, then, gentlemen, in line if you please, and follow my directions. But first, I'll recite as appropriate to the occasion, Shakespeare's "Advice to Players."*

"Speak the speech, I pray you, as I pronounce it to you, trippingly on the tongue; but if you mouth it as many of our players do, I had as lief the town crier spake my lines. Nor do not saw the air too much with your hand thus, but use all gently." I will now take up Brutus' speech, and gentlemen, be sure to imitate me; it is thus you will learn.

*P. "If you have tears" (throwing right hand towards them.)*

*Class. "If you have tears" (all throwing out their right hands with great animation.)*

*P. "Prepare to shed them now" (puts hands to eyes and whines and cries.)*

*C. "Prepare to shed them now" (also puts hands, etc.)*

*(In doing this No. 1 hits No. 2 with his sword, and he calls out:)*

*No. 2. Oh, why are you always hitting me? I'm half inclined to think you did it on purpose. I ain't going to stand it any longer unless I have a chance to do some hitting back.*

*P. Silence, gentlemen. You must be willing to suffer in the cause of education. "You all do know this mantle," (throwing out the left arm and pointing with the right.)*

*C. "You all do know this mantle," (same gestures, the various members dodging about as the swords are drawn.)*

*P. "I remember the first time ever Caesar put it on."*

*C. "I remember the first time ever Caesar put it on."*

*C. "Look," (throwing out right hand.)*

*C. "Look," (repeat gesture.)*

*P. "In this place," (pointing.)*

*P. "In this place," (pointing.)*

*P. "Ran Cassius' dagger through." (rushes sword through arm-hole.)*

*C. "Ran Cassius' dagger through."*

*H. "See what a rent the envious Casca made—here," (pointing.)*

*C. "See what a rent the envious Casca made—here," (pointing.)*

*P. "Thro' this the well beloved Brutus stabbed," (pointing.)*

*C. "Thro' this the well beloved Brutus stabbed," (pointing.)*

*P. "And as he plucked his cursed steel away" (drawing sword back.)*

*C. "And as he plucked his cursed steel away" (drawing sword back,) and in so doing No. 1 hits No. 2 in the stomach, which causes him to double up, and he cries out in a whining way:*

*No. 2. There you go again, always hitting some one, you are. And I'm not going to stand your nonsense any longer.*

*P. Silence, there.*

*C. Silence, there. (No. 2 calls out with the rest, though still pretending to be in pain.)*

*P. (Raising sword) Silence, I say.*

*C. (Raising sword) Silence, I say.*

*P. Now, gentlemen, listen to me. That is not found in the divine bard. Make ready, all. All ready.*

*C. Ready.*

*P. "Then burst his mighty heart" (left hand on heart, and right arm over the eyes pretending to weep.)*

*C. "Then burst his mighty heart" (imitating gestures, and No. 2 makes laborious efforts to cry.)*

*P. "And in his mantle muffling up his face" (folds cloak around his head.)*

*C. "And in his mantle muffling up his face" (old cloaks, etc. etc. No. 2 does this in as grotesque a manner as possible.)*

*P. "Great Caesar" (in a loud voice.)*

*C. "Great Caesar" (very loud, saying in a tone of surprise.)*

*P. "Fell," (going suddenly on his knees.)*

*C. "Fell," (go down suddenly on their knees, and they remain in this position about a minute, and then make an opening sufficient to see out and watch the rising of the professor, and rise when he does.)*

*P. Now, gentlemen, you have had your first lesson in real elocution, where everything is done that is spoken about in the piece itself. This one was intended to show you how an audience can be made to weep. The next will be to show you how it can be made to laugh. (Exit.)*

**GOLDEN THOUGHTS.**

[These can be used by the live teacher after morning exercises, or they can be written out and distributed among the class, or one may be written on the black-board each day.]

ONE forgives everything to him who forgives himself nothing.

THERE is little in the world but that has cost some one deeply.

YOU can get the respect of honest men in one way only—by deserving it.

HATE enters sometimes into great souls; envy comes only from little minds.

BETTER to be driven out from among men than to be disliked of children.—DANA.

THE progress of rivers to the ocean is not so rapid as that of the man to error.—VOLTAIRE.

BE loving and you will never want for love; be humble and you will never want for guiding.—D. M. MULOCK.

UNKIND language is sure to produce the fruits of unkindness—that is, suffering in the bosom of others.—BENTHAM.

HE who is false to present duty breaks a flaw in the loom, and will find the flow when he may have forgotten its cause.—HENRY WARD BEECHER.

## EDUCATIONAL NOTES

## ELSEWHERE.

**NEW JERSEY.**—The school at Cedar Grove, Mr. A. Beau Clark principal, is spoken of in the Montclair Times in a very favorable way.

**MASS.**—Principal Bentley of Lynn, has resigned to enter into a more lucrative business. Mr. Applebee of Rochester, N. H., is to take his place.

**INDIANA.**—The Delaware Co. Institute held at Muncie brought out a large attendance of teachers. Addresses were made by Hon. R. S. Gregory, Jasper North, Supt. Clancy, Dr. Bowles, and Dr. Spurgeon.

**PA.**—The new Governor is an earnest and efficient superintendent of a Methodist Sunday-school in Phila. No better recommendation could be found of a man for a public office than that he is helpful of the moral growth of the young people of his community.

**WILLIAMS COLLEGE.**—James B. Jermain, Esq., has endowed the Professorship of Natural Theology with \$50,000, as a memorial of a son. This College was the first of our colleges to send out a scientific expedition of its students; it will send another next summer on a steamer provided with apparatus for deep-sea dredging.

**PENNSYLVANIA.**—Venango county seems wide awake. We have the proceedings of the Institute Oct. 16-20 in 1882, and have looked over it with much pleasure; it is a unique volume; few institutes send out such a handsome volume. Address S. H. Prather at Franklin, Pa., for copies.

**HOBOKEN.**—The Teachers' Association met Jan. 13, and was addressed by Amos M. Kellogg; the subject was "The School of the Future." Publication of the address was requested. The Teachers' Association is a very useful institution in Hoboken; all of the teachers attend, in fact it is required of them. The work going on in this city, while a quiet one, is evidently one that will last. The meeting of teachers is the first step of progress.

**EAST NEW YORK.**—School Com. C. W. Hamilton of Kings county is nominated for Superintendent of Public Instruction by the teachers of East New York. He was a classmate of the Editor in the Albany Normal School, and since then has devoted himself to educational work with assiduity and success; in every position he has won the esteem of those around him. If chosen to the office of State Superintendent he will discharge the duties with fidelity and ability.

**Mrs. E. C. Franklin,** for the last nine years holding a responsible position with Messrs. D. Appleton & Co. in Chicago, has recently become a member of the firm of S. R. Winchell & Co. of that city, well known educational publishers. Her long and intimate acquaintance with the schools and teachers of the West, as well as her business ability, peculiarly fit her for this position. She becomes practically the head of the firm, and will have the immediate management of its affairs. Mr. Winchell removes to Boston to take charge of D. Appleton & Co.'s business in that city.

**COLORADO.**—At the Colorado College, Colorado Springs, young men can earn enough to pay a large part of their expenses. The work is usually farm labor in summer, and in the wood-yard in the winter; wages fifteen cents an hour. Better wages are paid for farm labor in the long summer vacation to those able and willing to do full work. Young women will be furnished in term time and also in vacation with some form of household labor to an amount sufficient to meet a considerable part of their expenses. Both young women and young men who prove to be efficient helpers can by two hours of daily labor and by work Saturdays and vacations, including the long vacation, earn enough to pay their entire expenses throughout the course of study. This work is systematically furnished by officers of the college, and can be depended upon by such students as prove that they can themselves be depended upon. College farm work, dairy work, the doing of chores for neighbors, domestic service and other forms of labor are offered to those who wish to earn their way.

**THE "marking" system** is receiving attention; less confidence is felt in it than formerly. At the recent meeting of the Maine school principals the sentiment of the members seemed to be opposed to the system. Principal Rounds, of Farmington declared that much of the marking is sheer nonsense, besides being a great burden to teachers. He said that he had given up trying to find out a pupil's knowledge by searching examinations. He held brief examinations at unexpected times. Recitations, he added, cannot be judged so minutely as by

tenths without interfering with the instruction. He thought that conduct should be taken into account in marking, because teachers undertake to do something more in teaching than merely to make scholars—they strive to mold character. W. J. Corthell of Gorham Normal School would, he said, give more for the judgment of the teacher at the close of the term than for any system of marking; would promote scholars upon the individual opinion of their teachers that they were able to do the work of the higher grade. Marking he thought an unhealthy stimulant.

**RHODE ISLAND.**—The thirty-eighth annual meeting of the R. I. Institute of Instruction will be held at Providence, R. I., Jan. 25, 26 and 27. Thursday—Higher Department: "A Glimpse of the Higher Schools in France," Howard M. Rice, Providence; "Mathematics in the Preparatory Schools," Prof. N. F. Davis, Brown University; "Place of Natural Science in the High School," E. S. Ball, Westerly, R. I.; "Outside Topics in the High School," L. H. Meader, Warren, R. I.; "High School Exhibitions," Miss S. E. Doyle, principal of Providence High School; "How may High Schools be made more useful?" Geo. A. Littlefield, Newport, R. I. Grammar and Primary Department: "Language," Mrs. D. C. Heath, Boston; "Geography," Charles F. King, Boston. "Do the Common Schools educate the children above the position which they are to occupy in life?" Wm. T. Harris, LL.D., Concord. Friday: "Address by the President; "Political Science in Schools below the College," Augustine Jones, Providence; "Methods in Elementary Teaching," N. A. Calkins, LL.D., New York; "The Moral Atmosphere of the School-room," W. H. Lambert; "Cultivating vs. overcrowding the Memory," Hon. B. G. Northrop, Connecticut. Free return tickets to members of the institute will be issued by the secretary, over the railroads.

**MICHIGAN.**—Rev. J. E. Richards of St. Johns, Mich., has brought a suit for damages for slander against an infidel. The school board has decided to allow the reading of the Bible in the schools of the town. Most of its members attended the Congregational church and soon the church and its pastor became the target for the coarse assaults of infidelity, distributed broadcast in the community in handbill form. The trial excited great interest and the court-room was crowded for a week. The jury rendered a verdict of \$100 damages, which carries an equal amount of costs.

At the convention of county examiners held in Lansing, Mich., Dec. 27, a lively discussion was created by the introduction of a resolution by Secretary Marble of Calhoun county: "Whereas, the teacher in our public schools ought to be pointed to as the highest type of morality and temperance; and whereas, the patrons of the schools are compelled to trust this most of all important subjects, the moral character of teachers, to the judgment and decision of the board of examiners; therefore, as the sense of this convention, be it Resolved, That no one shall be deemed qualified to teach who is not a total abstainer from all intoxicants as a beverage, as well as the use of tobacco in any form." The resolution was referred to a committee of three. (It set some of the teachers (?) to thinking. Let Mr. Marble go on.—Ed.)

**ILL.**—The State Teachers' Meeting at Springfield was well attended. About 40 of the 102 County Supts. in their Division were present. The meeting took the form of an experience meeting, in which the individual superintendent related what he had done for his schools during the past year. Among the most interesting subjects discussed was that of Grading our Ungraded Schools. All went away impressed with the idea that a grand future is before our ungraded schools if they can be graded. All agreed to make an attempt at grading, and report at the next annual meeting.—Platt County has started a local school journal, and Supt. Burgess is one of the editors.—The "Decoration Day" inaugurated in Macon Co. some years since has now grown into a permanent institution. The pupils and their teachers do not feel like abandoning their pleasant innovation.—Messrs. Groves of Ivesdale, and McMinn of Tolono, are conducting a vigorous educational column in the *Tolono Times*.—Miss Mary Welch of De Witt Co. was the only lady superintendent re-elected.—Ex-Supt. William Hawley Smith read an able paper on School Amusements before the State Teachers' Association. Smith is now editor of the *Peoria Call*.

**FOREIGN.**

**PRUSSIA.**—A great deal has been said about gymnastics in the Prussian schools. It is found that the boys are listless and inactive; so much so the minister of education has ordered that they must be made to play games.

## LETTERS TO THE EDITOR

The editor finds in the many letters that are placed on his table encouraging words, notes of progress, suggestions and questions, and will endeavor to select such as have a general interest. As time is precious, all such things must not be mixed with directions about subscriptions, etc. Put on a separate sheet the question, the statement of progress, your ideas about the paper, and as near as possible in proper shape for publication, and direct to the editor; it will then be laid on his table. All business letters are filed elsewhere and never reach his eye.)

I graduated at a normal school and have been teaching two years; am now 21. My success has been fair; each year has added to both salary and grade. I dearly love to teach and have no thought that does not tend towards my chosen profession. My pupils seem to love me and discipline is not a hard task, but the responsibility overpowers me when I realize it, and I feel unworthy. I want to spend next year in improving my teaching capacity; what can I do to approach the true, the ideal teacher? Where can I go? What will do me most good?

H. J. A.

(This is an important question. (1.) No really good teacher but feels the responsibility—it is a good sign. (2.) You desire to improve—that is still better. (3.) You ask where to go? What to do? This is not easy to answer. There are special educational schools that open in the summer; there are general schools such as Vassar, Wellesley; there are subjects that could be studied in New York while you visited the best schools and made an exhaustive study of methods. As to the special schools—these occupy but a few weeks. There are three or four of those that are attaining a high standing; others will be added. Write to Wellesley College and ascertain what they can do there for a teacher. As to spending several months in a city visiting schools and having a special study to follow, what do you think of that? Let others speak.—Ed.)

Have you ever published in the SCHOOL JOURNAL a stanza containing the names of the English monarchs? Please do so.

D. F. S.

(Here is the best we have seen; we have used it in school; by drilling it in well the skeleton of all English history is at hand.—Ed.)

Two Williams and Henry,  
Stephen and Henry,  
Richard, John and Henry,  
Three Edwards, a Richard and three Henrys,  
Two Edwards, Richard, two Henrys,  
Edward, Mary and Lib,  
James, two Charleys and James,  
William and Mary; Anne and four Georges,  
William fourth and Queen Vic.

The first five lines end with Henry. The third and fourth lines are peculiar, and easy to remember so is the seventh; notice that lines four, five and six begin with Edward.

For securing good, pure English in conversation nothing is more effective than kindly criticism. I have derived benefit from our *dumb* critics. Each day I secretly appoint one pupil from each class to keep a strict account of all mistakes made, either in recitation, at recess, or coming or going to school. No one knowing who the Argus-eyed watcher may be, all are kept on the alert, and many are the surprised faces when the report is called. This system makes each one keen to detect his own errors; keener to show the mistakes of others, and keenest to find a fault with one in authority. One pupil yesterday remarked: "Why, Miss —, I notice the language of every one now, and am constantly surprised at the blunders made. It keeps me busy correcting my mother's grammar." Right here was my opportunity. I said it hardly was respectful for her to criticise her parents. 1. Because parents are above children. 2. The parent's teachers may have neglected their duty. 3. We shall have all we can attend to at school.

H.

I have been a reader of your JOURNAL for some time, and regard it as one of the best educational papers in the country; it should be in the hands of our teachers. I shall take pleasure in recommending it to the teachers of Arkansas.

W. E. THOMPSON, State Supt. of Arkansas.

## EDUCATIONAL MISCELLANY.

## SCIENCE AND ART OF EDUCATION.

[Continued from last week.]

Another case presents itself. Here the teacher does not leave the child alone; on the contrary, is continually by his side. At this moment he is copiously "imparting his knowledge" of some subject to his pupil, whose aspect shows that he is not receiving it, and who therefore looks puzzled. The matter, whatever it is, has evidently little or no relation to the actual condition of the child's mind, in which it finds no links of association and produces no intellectual reaction, and which therefore does not co-operate with the teacher's. He patiently endures, however, because he cannot escape from it, the downpouring of the teacher's knowledge; but it is obvious that he gains nothing from it. It passes over his mind as water passes over a duck's back. The subject of instruction, before unknown, remains unknown still. Our artist teacher, looking on, pronounces that this teaching is inartistic, as not being founded on Science. "The efficacy of a lesson is to be proved," he says, "by the part taken in it by the pupil; and here the teacher does all the work, the pupil does nothing at all. It is the teacher's mind, not the learner's that is engaged in it. Our great master teaches by calling into exercise the learner's powers, not by making a display of his own. The child will never learn anything so as to possess it for himself by such teaching as this, which accounts the exercise of his own faculties as having little or nothing to do with the process of learning."

Once more: our student, informed in the Science of Education, watches a teacher who is giving a lesson in language—say, on the mother tongue. This mother tongue the child virtually knows how to use already; and if he has been accustomed to educated society, speaks and (if he is old enough to write) writes it correctly. The teacher puts a book into his hand, the first sentence of which is, "English grammar is the art of speaking and writing the English language correctly." The child does not know what an "art" is, nor what is meant by speaking English "correctly." If he is intelligent he wonders whether he speaks it "correctly" or not. As to the meaning of "art," he is altogether at sea. The teacher is aware of the perplexity, and desiring to make him really understand the meaning of the word, attempts an explanation. "An art," he says, (getting the definition from the dictionary), "is a power of doing something not taught by Nature." The child stares with astonishment, as if you were talking Greek or Arabic. What can be meant by a "power"—"what by being taught by Nature?" The teacher sees that his explanation has only made what was dark before darker still. He attempts to explain his explanation, and the fog grows thicker and thicker. At last he gives it up, pronounces the child stupid, and ends by telling the child to learn by rote—that is by hurdy-gurdy grind—the unintelligible words. That at least the child can do (a parrot could be taught to do the same), and he does it; but his mind has received no instruction whatever from the lesson—the intelligence which distinguishes the child from the parrot remains entirely uncultivated.

Our teacher proceeds to criticise. "This is," he says, "altogether inartistic teaching. Our great master does not begin with definitions—and indeed gives no definitions—because they are unsuited to his pupil's state of mind. He begins with facts which the child can understand, because he observes them himself. This teacher should have begun with facts. The first lesson in Grammar (if indeed it is necessary to teach Grammar at all to a little child) should be a lesson on the names of the objects which the child sees and handles, and knows by seeing and handling—that is, has ideas of them in his mind. "What is the name of this thing and of that?" he inquires, and the child tells him. The ideas of the things, and the names by which they are known, are already associated together in his consciousness, and he has already learned to trans-

late things into words. The teacher may tell him (for he could not discover it for himself) that a name may also be called a noun. "What then," the teacher may say "is a noun?" The child replies, "A noun is a name of a thing." He has constructed a definition himself—a very simple one certainly—but then it is a definition which he thoroughly understands because it is his own work. This mode of proceeding would be artistic, because in accordance with Nature. There would be no need to commit the definition to memory, as a mere collection of words, because what it means is already committed to the understanding which will retain it, because it represents facts already known and appreciated. Thoroughly knowing things is the surest way to remember them."

In some such way as this our expert brings the processes commonly called teaching to the touchstone of his Science, the Science which he has built up on his observation of the processes of Nature.

I am afraid that, in spite of illustrations, I may still have failed to impress you as strongly as I wish to do with the cardinal truth, that you cannot get the best results of teaching unless you understand the mind with which you have to deal. There are, indeed, teachers endowed with the power of sympathizing so earnestly with children, that in their case this sympathy does the work of knowledge, or rather it is knowledge unconsciously exercising the power proverbially attributed to it. The intense interest they feel in their work almost instinctively leads them to adopt the right way of doing it. They are artists without knowing that they are artists. But, speaking generally, it will be found that the only truly efficient director of intellectual action is one who understands intellectual action—that is, who understands the true nature of the mind which he is directing. It is this demand which we make on the teacher that constitutes teaching as a psychological art, and which renders the conviction inevitable that an immense number of those who practice it do so without possessing the requisite qualifications. They undertake to guide a machine of exquisite capabilities, and of the most delicate construction, without understanding its construction or the range of its capabilities, and especially without understanding the fundamental principles of the science of mechanics. Hence the telling, cramming, the endless explaining, the rote learning, which enfeeble and deaden the native powers of the child; and hence, as the final consequence, the melancholy results of instruction in our primary schools, and the scarcely less melancholy results in schools of higher aims and pretensions, all of which are the legitimate fruit of the one fundamental error which I have over and over again pointed out.—JOSEPH PAYNE'S Lectures.

## SUGGESTIVE TOPICS FOR DISCUSSION AT TEACHERS' MEETINGS.

BY W. W. SPEER.

**I. Reading.**—1. The purpose of reading. 2. Methods to be employed in teaching beginners. 3. The time to begin to teach a pupil to read. 4. A pupil should not learn to read before he is familiar with his surroundings. Why not? 5. The effect on reading of training pupils to spell and pronounce words they do not understand. 6. Methods of securing good supplementary reading. 7. A knowledge of the rules for inflection and emphasis does not aid in securing natural expression. Why not? 8. Should ideas of color, form, number, distance, direction, size and weight be developed before children are taught to read?

**II. Language.**—1. When and how we should begin to teach pupils to speak and write correctly. 2. Grammar as a study. 3. When should we begin to teach parsing and analysis? 4. A teacher should understand the principles of language. Why? 5. How to secure materials for written exercises.

**III. Geography.**—1. How shall we begin to teach the subject of geography? 2. How to use the sand box and the molding board. 3. The principle we violate if we begin to teach text-book geography before teaching real geography. 4. The aim in teaching map drawing.

**IV. Arithmetic.**—1. A discussion of the Grube method. 2. A discussion of the Quincy course of study in arithmetic. 3. Dolan's drill tables. 4. Teaching addition by the "Word Method." 5. What should be taught in the common schools? 6. How to secure neatness, accuracy and rapidity. 7. Measures.

**V. Spelling.**—The relation of spelling to the other branches. 2. Best methods. 3. Spelling words in advance of the development of these words in other branches. 4. The effects of guessing at the spelling of words. 5. How to guard pupils against making mistakes.

**VI. Miscellaneous Topics.**—1. Rousseau. 2. Co-menius. 3. Pestalozzi. 4. Froebel and his system. 5. Color and form.—how to teach them. 6. How to train pupils to generalize—to return to nature. 7. Class exercises illustrating methods in the different branches. 8. How to make teaching a profession. 9. Calisthenics. 10. Care of school grounds and school house. 11. Industrial work. 12. Industrial exhibits. 13. Why ought drawing to be taught before penmanship? 14. The value of drawing as a means of expression. 15. How to teach drawing. 16. A discussion of the relation of the common school studies. 17. The effect of accepting poor work. 18. District libraries. 19. Division of the animal kingdom. 20. Kindness to dumb animals. 21. Clay modeling, paper folding, stick laying, peas work. 22. The principle of the whole before the parts applied to teaching reading. 23. "That which we know *thoroughly* contains an explanation of what we do not know." 24. "Observation is the absolute basis of all knowledge." 25. "Expression is a measure of knowledge," or of the accuracy of the observation. 26. "It is what the child does for himself that educates him." 27. "The primary principle of education is the determination of the pupil to self-activity." 28. Quality and not quantity. 29. Impression before expression.

## NEW YORK CITY.

**AMERICAN WATER-COLOR SOCIETY.**—The sixteenth annual exhibition opens to the public Monday morning, Jan. 29th, at the Academy of Design, Fourth avenue and Twenty-third street. As in other years, the exhibition of this society will occupy a prominent place in art events, many persons coming from great distances to attend it.

**MR. HERRMANN'S CONCERT.**—Mr. Edward Herrmann gave a concert Jan. 22d at Steinway Hall, assisted by his brother Mr. Carl Herrmann and Mrs. Albert Wilkes. Mr. Edward Herrmann is a violinist of repute, a member of the Philharmonic Society and a composer of merit. At this concert he took the burden of the work and was liberally applauded. His playing is sincere, earnest and attractive. His brother played delightfully on the piano. The whole concert was well conceived and well applauded.

Students and literary people generally will be glad to learn that the second volume of Professor James Baldwin's notable work on "English literature" (vol. I, poetry; vol. II, prose), will be issued early in February by Messrs. John E. Potter & Co., of Phila.

## A CLERGYMAN'S SORE THROAT.

This disease, which has, during the past twenty or thirty years abridged or entirely closed the ministerial usefulness of so many clergymen, has rarely found successful treatment under any of the old systems of medicine. The following from Rev. J. B. Pradt of Madison, Wisconsin (late Assistant State Supt. of Wisconsin,) shows how promptly in his case this disease yielded to the influence of Compound Oxygen. He says: "I had been troubled many years with 'clergyman's' sore throat, and after a severe attack of influenza the upper part of the lungs was left very tender and irritable, and I was obliged to desist entirely from using my voice in public service. After a two months' trial of the Compound Oxygen, I found myself, to my surprise and gratification, able to go through full services again, not only without any trouble but with little fatigue. Three months' use of the remedy restored my voice and lungs completely, and greatly improved my general health. I feel it my duty, therefore, to bear testimony to its good effects. I have waited for time to test the permanence of the benefits received, and can say that during the past severe winter I have been entirely free from colds, and in better general health than for many years; am sixty-five years of age." Our treatise on Compound Oxygen, its nature, action and results, with reports of cases and full information, sent free. DRs. STARKEY & PALEN, 1109-1111 Girard st., Philadelphia, Pa.

## FOR THE SCHOLARS.

## WHO IS THIS GIANT?

Jack the Giant-Killer was a strange little man. He went about seeking giants to kill them. But there are some giants that he could not kill, for they cannot die. And I think it is better for people to tame giants and make them do some good in the world than to try to put them out of the way because they let them do so much harm.

I know a great giant whose home is in every part of the world. He takes up more room than all the people, and covers more than half of the earth. We could not live without him as our servant, and we could not live with him as our master.

He once broke out of his prison, and flowed over men heads, and under their feet, and round about them on every side. He filled the valleys and covered the mountains, and killed all the people in the world except eight men and women who knew he was coming. It took many months to get him back again into his prison, and even now he runs out sometimes and takes men's lives and robs them.

But when he stays in his prison and minds his work, he is a good servant. He eats nothing. He asks for no wages. He needs no clothes. He never sleeps. He works night and day. He never stops to rest, for you cannot tire him.

One man builds a mill to grind his corn. He brings the giant and asks him to turn the great wheel that drives all the other wheels. He does more work than many horses, and when his work is done he goes on his way.

Another man has a great load to carry. Fifty horses could not move it. The man sets it down at the giant's feet, and he takes it on his great broad back and bears it away. He will carry the man and many of his servants on the top of the load, and by the help of another giant will bear them around the world.

Sometimes he is angry and has a fight with another giant. But his anger never lasts long. He seldom stands still, for he loves to roam about and see the world. He lives in the sea, and in rivers, lakes, and clouds. He will turn wheels, and bear ships and boats, and do good work if we tame him and make him our servant. But if we let him have his own way, he will destroy us. Now, what is his name?—*Scholar's Companion*.

## KEEPING HIS WORD.

The saying, "to be faithful in little things is something great," is nowhere more true than in regard to keeping engagements. Sir Walter Napier kept his word for the sake of a child, yet, perhaps, he received the greater benefit of the two; for a good act builds up a character, and this will be long remembered to his praise:

While walking one day he saw a little girl about five years of age, who was sobbing bitterly, while gazing in dismay at the remains of a broken dish lying at her feet. He kindly asked the cause of her grief.

"I was bringing my father his dinner," she said, "and I shall be beaten when I go home for having been so careless." But, on seeing the benevolent expression of the old soldier, a ray of hope revived, and she said to him, with all the naïveté of youth, "Can you not mend it for me?"

The general could not undertake to do that, but he said he would give her the money to buy another, and took out his purse for that purpose. Unfortunately, it happened that he had no small change, and so he promised to come back the next day, at the same hour, and give her the promised sum, and the child went away quite comforted, and trusting in his word.

On going home, the general found an invitation to dinner for the following day, when he would meet some friends whom he was very desirous of seeing. But the place was at some distance from the town where he was then living, and how could he avail himself of the invitation without disappointing the little girl? So he declined the invitation on the score of a previously made engagement, preferring to lose the pleasure of seeing his friends rather than disappoint the little girl who had trusted him.—*Scholar's Companion*.

THE best portion of a good man's life is his little, nameless, unremembered acts of kindness and of love.

## THE HORSFORD ALMANAC

And COOK BOOK mailed free on application to the Rumford Chemical Works, Providence, R. I.

## New Books, January, 1883.

The publishers of the SCHOOL JOURNAL intend to give their readers each month a pretty clear idea of the books of the month. This list will be of value to the increasing number in all sections who want to keep posted on the new publications. Prices will be given and other information to guide buyers. Publishers will please send us information before the 20th of each month. Reviews will be found in their appropriate place, but brief, descriptive notices will be added to the titles.

**CHARLES SCRIBNER'S SONS, NEW YORK.**

**Energy: Efficient and Final Cause.** By James McCosh, D. D., LL. D. Paper, 50 cents.

"It is not unlikely to prove true in the end that the most useful popular service which Dr. McCosh has rendered to the cause of right thinking and to a sound philosophy of life is his proposed *Philosophic Series*, the first number of which, *Criteria of Various Kinds of Truth as Opposed to Agnosticism*, we have perused with great satisfaction."—*The Independent*.

**Socrates. A Translation of the Apology, Crito, and Parts of the Phaedo of Plato.** An Introduction by Prof. W. W. Goodwin, of Harvard University. 50 c.

This volume offers a new translation of the parts of Plato most essential to an understanding of the personal character and the moral position of Socrates, and includes a famous specimen of Plato's speculations on one of the grandest subjects.

**The Campaigns of the Civil War. XI. The Shenandoah Valley in 1864.** By George E. Pond. \$1.

**Bibliotheca Theologica. A Select and Classified Bibliography of Theology and General Religious Literature.** By John F. Hurst, D. D., LL. D. \$8.

A select and classified catalogue of works in the whole domain of theology and general religious literature, intended for the minister, the theological student, the teacher of advanced Bible-classes in Sunday-schools, and for the general reader of religious works.

**A Complete Concordance to the Revised Version of the New Testament.** By John Alexander Thoms. Published under the authorization of Oxford and Cambridge Universities. \$2.50.

The compiler of this thorough and complete work has availed himself of the experience of his predecessors to introduce a few evident improvements in the way of classification, and he has in all cases put the views of the American Committee, as expressed in the marginal readings, on a par with those of the English revisers.

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**D. APPLETON & CO., NEW YORK.**

**The Jews of Barnow.** Stories by Karl Emil Franzos. Translated by M. W. Macdowell. With a Preface by Barnet Phillips. \$1.

These stories deserve great praise. They are told in a simple, straightforward style, which rises at times, when the situation requires, to a very high level. The whole book may be strongly recommended to readers who can appreciate a good workman handling a novel subject.

**Mrs. Lorimer.** By Lucas Malet. \$1.

It has merit, and great merit, as a study of character, of manners, and of emotion; it is fortunate and elegant in style; it abounds in delicate touches of observation and in kindly and searching criticism; it has the quality of completeness.

**Homespun Stories.** By Ascot R. Hope, author of "Stories of Young Adventurers," etc. With Illustrations. \$1.25.

These stories are homespun in the sense that the tellers thereof have taken them from their own reminiscences of early life, without going further afield in search of marvels and strange adventures.

**The Use of the Voice in Reading and Speaking. A Manual for Clergymen and Candidates for Holy Orders.** By the Rev. Francis T. Russell, M. A. \$1.50.

This treatise records the results of some thirty years of study and observation in the expressive uses of the voice.

**Heat as a Mode of Motion.** By Professor John Tyndall. With Illustrations. \$2.50.

For this new and enlarged edition, the illustrations of the mechanical production of heat have been varied and multiplied to some extent. New chapters on Heat have been introduced, while the sections treating of Chemical and Physiological Heat have been altered and expanded.

**Herbert Spencer in America.** Paper, 25 cents.

This is a collection of the addresses delivered at the "Spencer Dinner" by Mr. Spencer, Prof. Fliske, Sumner, Youmans, H. W. Beecher and others. It contains more compressed thought from all directions than any other volume.

**HOUGHTON, MIFFLIN & CO., BOSTON.**

**The Works of Nathaniel Hawthorne.** \$2. each.

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**James Monroe.** By D. C. Gilman. "American Statesmen" series. \$1.25.

This is the first biography of Monroe, and is an excellent one it defines many political intricacies of his time.

**G. P. PUTNAMS' SONS, NEW YORK.**

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This is published in two volumes with seven fine maps. It is an interesting and instructive book of travel.

**Sketches of Military Life in Italy.** By Edmondo de Amicis. \$2.

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**Chapters on Evolution.** By Andrew Wilson. \$2.50.

This is a popular history of Darwinism and allied theories of development.

**Science Ladders; Lowest Forms of Water Animals.** By N. D'Anvers.

This is a reader on Natural History, and is designed to teach the great laws of the animal kingdom in the simplest language.

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## BOOK DEPARTMENT.

## NEW BOOKS.

**THE CLARENDON DICTIONARY.** By Wm. Hand Browne and S. S. Haldeman, LL. D. New York: University Publishing Co. \$0.45.

We have examined this little work and find it an admirable little manual. It is printed in clear type and is clear, concise and accurate. It comprises a dictionary and a supplement of geographical names, Scripture names, French and Italian and Latin phrases and abbreviations, in all 372 pages. In these pages a vast amount is compressed; the same word is not represented when marking a noun and a verb; derivatives are placed under primitives. The pronunciation is given very clearly—this is the work of Prof. Haldeman. The work is very handsomely printed and bound, and presents an attractive appearance. It cannot but become popular in the schools.

**A MANUAL OF INSTRUCTION IN GEOGRAPHY.** By Frank Peavey, Detroit, Mich. Price fifty cents.

The author is principal of the Tappan School in Detroit, and he presents this volume as a teacher to teachers. It is written with the desire of making the study of geography interesting rather than irksome. It is a plan he has found satisfactory in his own school for several years. It begins with questions on direction, distance, etc., all of the simplest kind; from this part it goes on by careful steps to the more complex problems that geography presents. We deem it a very valuable volume and full of suggestion to the teacher. It has no maps; it is not intended to supplant the ordinary geography. It refers to the treatises in use, and by using it the pupil will be forced to have recourse to his geography for information. The author has certainly produced a very helpful book.

**OXFORD'S SENIOR SPEAKER.** By William Oxford. Philadelphia: E. H. Butler & Co. 75 cents.

This is a collection of exercises in declamation, recitation and representation, and has 90 portraits and illustrations. It is very carefully selected and on the whole is most admirably adopted for advanced classes in the schools. The pieces are very available; the selection has been made with ability. We find Everett, Webster, Whipple, Fox and Patrick Henry, and many others are represented. The volume is an ample one, numbering 432 pages. Dialogues and dramatic pieces, humorous and comic pieces will be found in its pages. We cordially commend the volume.

**OUR WORLD, or First Lessons in Geography for Children.** By Mary L. Hall. Boston: Ginn & Heath.

This elementary text-book has met with much favor from the reason that it proceeds in a manner adapted to the capacities of children. The volume proposes that the teacher know her subject and that she present it to them orally. The volume is really a reading-book on geography—and a very interesting one at that. The idea suggested in it has been seized upon during the past year, and the facts of geography have been made more tangible than ever before. Some of the facts of geography relate to maps, and should be studied from maps. The rest are a matter of reading and the pupil should early read as much as possible about geography. There has been a mistake made in presenting geography in a bald and cold style; this volume is a move in the right direction.

**RAGNAROK: The Age of Fire and Gravel.** By Ignatius Donnelly. New York: D. Appleton & Co. \$2.00.

The title of this book is taken from the Scandinavian mythology and means "the darkness of the gods." The work is made up of a chain of arguments and facts in support of some rather startling theories. It holds that the Drift Age with its great deposits of clay and gravel, with its decomposed rocks, its rents and caverns; came from the contact of the earth with a comet, the drift material being brought here by that means. It also supports the theory that man lived on the earth at that time in a highly civilized state; but that nearly all the human family perished with the mammoth and

other great pre-glacial animals. The author gives evidence that the legends of all races of the world coincide with the theory of this catastrophe which was followed by a terrible age of ice and snow, floods, clouds and an deep enfolding darkness upon the face of the globe.

The book has well been spoken of as one of the most original and striking productions of recent times. Mr. Donnelly, quite remarkably, bears his theories out in unison with the Bible citing the manner of the destruction of Sodom and Gomorrah, and the book of Job, as well as other passages.

Whether the assumption upon which the book is written be true or not, readers will find it very interesting, and to those who read "Atlantis" by the same author, this will be worth reading for the sake of Mr. Donnelly's confirmation of many of the theories advanced therein. A large number of Ragnarok's readers may fail to believe in it, but none will fail to appreciate the mind of its author and to enjoy its pages.

**THE BOY TRAVELLERS.** Egypt and the Holy Land. Thomas W. Knox. New York: Harper & Brothers. \$3.00.

Boys and girls of all ages will be charmed and interested with this new book from the author of the "Young Nimrods" and a number of other fine volumes for young people. Although travel in Egypt and the Holy Land has been a favorite theme for books of description, no one will find this one commonplace. The experiences of Frank and Fred are mainly those that the author himself went through in his own journeys at different times. The volume is large and excellently gotten up; the book is written in story form and tells what they saw and heard, and often repeats their conversations with some high authorities, who are giving them information. All that would interest us if we were in their places is told. The book is far from a mere record of the sights of countries, cities and institutions; it tells of the manners of the people, past and present, gives bright historical sketches of many of the scenes they visit. All of this is well and abundantly illustrated. Very handy maps are furnished of the countries and cities they pass through. These are not of the awkward fold-up style, but of convenient size and shape so that they may be consulted without laying down the book. Mr. Knox's language is fluent, simple and to the point. His style is bright, interesting and forcible. He has the happy faculty of stating facts in a satisfactory manner, with brevity but not baldness.

**LOWEST FORMS OF WATER ANIMALS.** By N. D'Anvers. New York: G. P. Putnam's Sons. Fifty cts.

This volume is No. V. of the Science Ladders and is a very pretty manual indeed. It is designed to teach the great laws of the animal kingdom in language simple enough to be intelligible to any child who can read. The work discusses protoplasm, the rhizopods, the infusoria, the sponges, the corals, etc. It is not the first book that has undertaken this task, but it is the first that has made these matters entirely plain to children. We deem the book one that will please the teachers of primary departments.

**A COMPARATIVE GERMAN PRIMER.** By C. T. Eben. New York: B. Westerman & Co.

The English language is derived from the German or Saxon, hence many words are the same in both German and English, such as arm, hand, finger. The author has constructed this little book on this similarity; it will prove very serviceable to those who are to learn German. We wish the author could induce the Germans to use the roman type.

**NOTES FOR JOURNALISTS.**

THE Rahway (N. J.) *Republican* says:—"The Dec. number of the *SCHOLAR'S COMPANION*, published by E. L. Kellogg & Co., contains a neat little story written by Miss Josie Folsom, of this city. It is the custom of the publishers to give a nice present to any scholar whose articles are of merit enough for admission to their columns. The publishers sent Miss Folsom a copy of Miss Leighton's *Perplexities*, and in a letter to her say: 'Your composition was very good, and we hope you will greatly enjoy your prize.' Her name also appears among the 'Star Roll' as having answered several questions correctly. The magazine is a monthly, only fifty cents a year, and contains much matter interesting to scholars. We will probably publish Miss Folsom's story in our next issue."

MORE bounteous run rivers when the ice that locked their flow melts into their waters. And when fine natures relent, their kindness is swelled by the thaw.

**A COFFEE PLANTATION.** One of the largest coffee plantations in Brazil is the Fazenda Santa Catharina, 100 miles from Rio Janeiro. It covers an area of more than twenty square miles, contains 1,700,000 bearing trees, and employs six hundred slaves.

**PITTSBURG** has a company, with \$750,000 capital, organized to manufacture nails of Bessemer steel, and factories in Wheeling will come only a little later. The steel article is stiffer and tougher than the iron nail, and so much lighter that the added cost per pound will be more than balanced by the increased number.

At the laying of the foundation of the Preston (England) Library, founded by a bequest of \$500,000, Lord Derby said: "In the middle ages it was thought strange and even discreditable if any man, well off died without bequeathing something to the Church. May it not come to be thought in the same way a thing not unusual, but to be expected, and almost a matter of course, that every one who has something to spare from the wants of his family shall, either in life, or at the close of it, contribute something to the enjoyment or the intellectual requirements of the community in which he lives."

THE "Seven Wonders" of the Ancients were mere trifles compared with the wonders of the present time, the Brooklyn bridge, for example. The whole seven wonders put together would sink into insignificance could their builders have seen a lightning express train at full speed. Add to these the electric lighting, ocean steamers and modern convenience of telephone, we need not spend much time on the wonders of the past.

THE first Spanish lady doctor has just taken her degree in Madrid. She has met with considerable opposition, but her success has encouraged another compatriot to adopt the same profession, and the latter, after being refused admission to the Valencia School of Medicine, is now studying in Madrid.

**THE OLDEST NEWSPAPER.**—The oldest newspaper in the world is the *King-Pau*, or "Capital Sheet," published in Pekin. It first appeared A. D. 911, but was irregular in its issues until 1861. Since then it has been published weekly until the fourth day of June last, when by order of the reigning Emperor it was converted into a daily with three editions, morning, midday and evening. The *King-Pau* is edited by six members of the Han-Lin Academy of Science, appointed and salaried by the Chinese State. The total number of copies printed daily varies between 13,000 and 14,000.

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DURING a brief visit to the ancient town of Warwick, R. I., recently, our agent extended his trip to the southeastern extremity of the town, to look about among the wonderful improvements which have been made in the appearance of Warwick Neck during a comparatively brief period, and while conversing on this subject with Col. BENJAMIN S. HAZARD, the popular proprietor of the Warwick Neck Hotel, he learned that the greater part of the handsome summer residences had been erected inside of a dozen years; and he also learned that Col. Hazard had been a great sufferer from a chronic disease of the Kidneys and Bladder over fifteen years, the most painful form of it being a stoppage or retention of the urine, which was so very severe at times as to disable him for his accustomed work, and even confine him to the bed, when a surgeon's assistance would be required to relieve him. He was being doctored a large part of the time, but could get no permanent relief. At times his sufferings were terrible from bladders, cutting pains through the Kidneys and Bladder; and he had suffered so long and so severely that he had become discouraged of getting well again, especially as the doctor stated that it was doubtful if a man of his age, with such a complicated disease of long standing, could be cured. But last summer, when he was suffering intensely from one of these attacks, a gentleman who was boarding at his hotel, urged and persuaded him to try a bottle of Hunt's Remedy, as he had known of some wonderful cures effected by it.

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Cassell, Petter, Galpin & Co. are to be congratulated upon being the publishers of two such valuable and interesting books as Canon Farrar's "Early Days of Christianity" and Dr. Kinns' "Science and the Bible—The Harmony of the Bible with Science." These are books which have already won for themselves a world-wide reputation. They are attracting the attention of scholars and scientists both here and in England, as works of deep, scholarly wisdom, excellent style and important information.

John E. Potter & Co., Philadelphia, announce the early publication of Prof. James Baldwin's "English Literature—Prose," the companion volume to "English Literature Poetry," a review of which appeared in our issue of Jan. 13. In these two volumes the author aims to present a complete review and analysis of the literature of the English language.

Messrs. Potter & Co., have also in press a new edition of Prof. Harrison's (Matzner's) French Syntax, greatly enlarged and improved by valuable additions, including a full series of comprehensive exercises.

## A FEW EDITORIALS THAT ALL READ AND PROFIT BY THEM.

[From the Peoria Ill. Medical Monthly, July, 1882.]

We have used Murdock's Liquid Food in a number of cases of debility, and where the stomach was unable to retain any kind of food; in some cases, in fact, the patients were starving to death. The results have been *all* and more than we expected. We think it needs but a trial to prove its worth to every one. (Editor.)

[From the Boston Musical Record, Aug. 26, 1882.]

We have used this in our family for many months, and it is wanted in every household. (Editor.)

[From the Boston Pilot, July 15, 1882.]

Many persons of well-known integrity and high standing, whom we can vouch for, have used it in their families and pronounce it all that is claimed for it. In many of our institutions and hospitals it is used exclusively. It is the pure extract of nutriment from healthy animal, making nearly rich blood, thus providing a strong healthy body. It is the substance of life in liquid form, and where Murdock's Liquid Food is used death reaps a poor harvest. It is not a medicine in any sense of the word, but a food—as much so and more nutritious by tenfold than the choicest cut of beef or the richest mutton broth, and when nothing else will remain on the stomach of a solid or liquid nature, Murdock's Food never fails to sustain life and give strength that we know.

[From the Editorial Columns of the New York Medical and Surgical Journal.]

The value of raw food has long been recognized by the profession as being superior to cooked extracts, as in all eating diseases, consumption, scrofulosis, syphilis, dyspepsia, kidney complaints and constipation, and others where sufficient nourishment cannot be obtained from common food. Such is Murdock's Liquid Food. These extracts have been introduced through the profession of New England, the inventor claiming, and the company endorsing, his theory, and they are the only standard extract in the world, till it is proved that it did not want merit that the claimant did not. And it was a waste of time and money to adopt any other method of introducing them into the market. (From the Portsmouth Times.)

Murdock's Liquid Food has given health to all citizens of Portsmouth that have used it. Of those that have been benefited by it, it is with pleasure that we number among them a member of our own family. (Meriden Conn. Press, Aug. 3.)

People who complain of dyspepsia and an "all-vons" sort of feeling these days will find great benefit by using Murdock's Liquid Food. It is a preparation of raw beef, mutton and fruits, and is so easily assimilated that it can be taken with safety upon the weakest stomach, while at the same time giving a valuable element as a considerable quantity of ordinary food. For those who feel exhausted, either from overwork or disease, it is simply invaluable. This is not an advertisement or a paid put, but a voluntary recognition of the merits of a genuine article, which the writer has seen tested again and again, always with satisfactory results.

[From the N. Y. Scientific Times, March 11, 1882.]

The experience of physicians and of persons in charge of the sick in hospitals and elsewhere has demonstrated that recovery is often delayed and sometimes entirely prevented by the want of nourishing substances with which the convalescing patient could be fed. Nature is often too weak to manage and assimilate even the most wholesome articles, which, with the body in vigorous condition, would be adequate for its support. Every article of food contains some element of those in whose charge they may chance to be. Among the most successful attempts to invent an artificial food is the article known as "Murdock's Liquid Food," prepared by the company of that name in Boston. It is renowned as a maker of pure blood, which supplies the system with a strong quantity of it, and the vessels impure blood engorged by disease from the system, and to fill its place with a life-giving, health-restoring fluid.

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The University Publishing Company is meeting with success in the introduction of its books. The new editions of the Geography are especially liked; they have great merits as text-books on account of the clearness of the type, the fitness of the material and the grading of the volumes. No geographies excel Maury's, we think; the author was a geographer by nature, if such a thing is possible. The Latin books edited by Prof. Gildersleeve, are admirably fitted for the school-room; they address the intelligence of the pupil, and thus the drudgery that is inseparably connected with studying a dead language is greatly removed. The latest work is the Clarendon Dictionary of the English Language. It is a capital little volume for the pupil and will be found exceedingly handy. We have pleasure in noting the steady increase of the circulation of the books of this company. Subscribers to this journal refer to them, and hold them in evident esteem.

Potter, Ainsworth & Co. of New York have issued a price-list of text-books and school supplies that commends itself to the attention of all teachers. Among other announcements is that of a complete series of text-books, blank books, tablets, etc., for penmanship, Bartholomew's Drawing Series, valuable text-books upon languages, physics and English language lessons. Pittsburgh's "Musical Ripples" is also a desirable and well-gotten up little book, expounding the first steps in notation, and supplied with a number of simple and very pretty songs for schools.

Cowperthwait & Co. are meeting with remarkable success with their readers. Although three editions of the first, second and third readers have been issued within a few months, the demand still exceeds the supply. The artistic manner in which these books are gotten up, shows that Mr. Stone understands the art of book-making.

Mr. R. Worthington is in course of preparation a second clearance catalogue of some of the finest standard works in the country, and teachers wishing to purchase will do well to send for one of his lists.

The firm of Wm. H. Keyser & Co. of Philadelphia does a very large business in school and college text books. They are able to supply in quantities nearly all the current school-books published, at prices lower than any other jobbing house in the country. They also do a great deal with second-hand school books and offer to buy or exchange books in any quantity.

It may be very useful to our readers to know that A. S. Clark of 21 Barclay street, New York, does a large business in buying, selling and exchanging books published in parts, those out of print, published in foreign languages, even including the Oriental. He makes a point of keeping on hand out-of-the-way books, scarce theological works, and deals largely in pamphlets, reports, medical journals, American and foreign, also trading much in second-hand school-books, etc.

Mr. John A. Boyle, manager of the Boston School Supply Co., announced a full stock of everything pertaining to school work, orders for which are promptly attended to. This company makes a specialty of wall-maps, of which they now have the largest assortment in the country, offered at the low prices. Teachers desirous of any kind of maps or charts will do well to open correspondence with Mr. Boyle.

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